

WHITTAKER ELEMENTARY

790 Whittaker Parkway
Orangeburg, South Carolina 29115

GRADES K-5 Elementary School

ENROLLMENT 571 Students

PRINCIPAL Dr. Bettie W. Hicks 803-534-6559

SUPERINTENDENT Mr. Melvin Smoak 803-534-5454

BOARD CHAIR Mr. Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	58	46	4

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

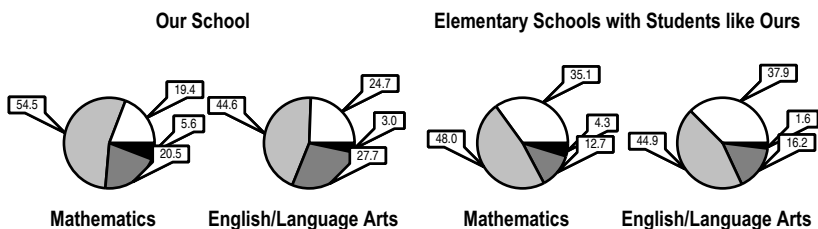
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	42	91	29
Percent satisfied with learning environment	97.6%	86.7%	89.7%
Percent satisfied with social and physical environment	97.6%	87.8%	88.5%
Percent satisfied with home-school relations	85.7%	85.7%	100.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	320	99.7	24.7	44.6	27.7	3.0	30.7	17.6
Gender								
Male	152	100.0	28.7	45.1	23.0	3.3	26.2	17.6
Female	168	99.4	21.4	44.1	31.7	2.8	34.5	17.6
Racial/Ethnic Group								
White	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	315	99.7	24.6	44.3	28.0	3.0	31.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	278	99.6	22.2	43.6	30.8	3.4	34.2	17.6
Disabled	42	100.0	42.4	51.5	6.1	N/A	6.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	320	99.7	24.7	44.6	27.7	3.0	30.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	320	99.7	24.7	44.6	27.7	3.0	30.7	17.6
Socio-Economic Status								
Subsidized meals	286	99.7	26.6	46.0	25.3	2.1	27.4	17.6
Full-pay meals	34	100.0	10.0	33.3	46.7	10.0	56.7	17.6

Mathematics								
All students	320	99.7	19.4	54.5	20.5	5.6	26.1	15.5
Gender								
Male	152	99.3	20.5	54.9	18.9	5.7	24.6	15.5
Female	168	100.0	18.5	54.1	21.9	5.5	27.4	15.5
Racial/Ethnic Group								
White	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	315	99.7	19.6	54.3	20.4	5.7	26.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	278	99.6	15.3	56.6	21.7	6.4	28.1	15.5
Disabled	42	100.0	48.5	39.4	12.1	N/A	12.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	320	99.7	19.4	54.5	20.5	5.6	26.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	320	99.7	19.4	54.5	20.5	5.6	26.1	15.5
Socio-Economic Status								
Subsidized meals	286	99.7	21.0	55.0	18.5	5.5	23.9	15.5
Full-pay meals	34	100.0	6.7	50.0	36.7	6.7	43.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	110	N/A	19.6	38.2	38.2	3.9	42.2
	Grade 4	117	N/A	18.4	51.8	28.9	0.9	29.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	100.0	15.5	32.1	46.4	6.0	52.4
	Grade 4	120	100.0	14.1	55.6	27.3	3.0	30.3
	Grade 5	105	99.0	46.4	44.0	9.5	N/A	9.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	110	N/A	20.6	45.1	21.6	12.7	34.3
	Grade 4	117	N/A	35.1	43.9	14.9	6.1	21.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	100.0	14.3	46.4	29.8	9.5	39.3
	Grade 4	120	99.2	14.1	57.6	22.2	6.1	28.3
	Grade 5	105	100.0	30.6	58.8	9.4	1.2	10.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 571)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 5.2%	2.6%	2.4%
Attendance rate	95.8%	Down from 97.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.4%	Up from 4.0%	5.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.0%	Down from 4.3%	7.7%	8.0%
Older than usual for grade	3.5%	Up from 1.3%	2.6%	1.1%
Suspended or expelled	0.2%	Down from 0.4%	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	76.6%	Up from 71.1%	46.9%	50.0%
Continuing contract teachers	91.5%	Down from 92.1%	79.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.9%	Up from 88.5%	80.8%	86.2%
Teacher attendance rate	95.5%	Down from 95.6%	95.0%	95.3%
Average teacher salary	\$41,766	Down 0.8%	\$38,579	\$39,909
Prof. development days/teacher	11.3 days	Down from 13.4 days	13.5 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio	16.6 to 1	Down from 18.8 to 1	17.0 to 1	18.9 to 1
Prime instructional time	88.8%	Down from 90.0%	88.5%	89.7%
Dollars spent per pupil*	\$6,006	Up 14.1%	\$6,614	\$5,892
Percent spent on teacher salaries*	68.5%	Down from 68.7%	65.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Whittaker Elementary School is a Title I school with approximately 91% of the students receiving free or reduced-price lunch. The mission of the school is to ensure that all students are effective learners by providing enriching experiences in a safe and nurturing environment. To accomplish our mission, we will continue the following goals: (1) Implement a comprehensive curriculum that ensures that all students are successful in their academic program by continuing to improve our students' performance in English Language Arts and mathematics; (2) Integrate technology and learning by continuing to provide opportunities to use technology as a tool for assisted instruction to enhance higher order thinking skills; and (3) Implement a character education program by providing opportunities for students/teachers to model values throughout the curriculum.

During the 2002/2003 school year, our students scored well on the PACT, even though our absolute rating dropped from Good to Average. Students in grades 3 and 4 improved overall in ELA and experienced a slight decline in mathematics. We also increased technology with the addition of a computer lab and software to implement the Academy of Reading and the Accelerated Math programs. We had several teachers who became at least Level I proficient in technology and three teachers were selected to become pilots of virtual classrooms. Our counselor, who will serve as the District Counselor of the Year during the 2003/2004 school year, facilitated a school-wide character student of the month program.

Finally, as we continue to strive to increase student achievement, the involvement of parents in their child (ren)'s education is a major concern. Activities and strategies to motivate parents to become more actively involved will be a major focus of the school. We believe that until this becomes a reality, the future of our students is at-risk. Parent involvement and community participation are keys to our students' success. We welcome your input!

Bettie W. Hicks, Ed.D, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.